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ABSTRACT

The in-service workshop reported in this document was part of a staff development program for teachers in 39 elementary and middle schools in Jefferson Parish. It was funded under a grant from the United States Office of Education under provisions of the Emergency School Assistance Program. Each workshop consisted of one day of large group presentations followed by small group discussions for each group of teachers. Keynote talks included: "The program--rationale, descriptions, objectives," W. F. Smith; "Techniques to aid motivation among multi-cultural and multi-racial groups," Charlotte Brooks; "Sociological implications of desegregation," J. J. Salamone; "Discipline in desegregated schools," C. Thomas; and, "Communications in desegregated schools," Nancy Bruce. After large group sessions, participants divided into nine discussion groups; each met throughout the day with the same consultants who served as resource persons and interaction facilitators. After each large group presentation, that general session keynote speaker met with a small discussion group, in order to continue the dialogue-question session that concluded some large group sessions. Consultant small group resources personnel summarized the small group sessions, and completed an evaluation form for each session. Workshop participants, teachers and principals completed a brief participant evaluation form. (Author/JM)

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# WAYS TO UNDERSTANDING

A Teacher In-Service Conference
funded through the
Emergency School Assistance Program
United States Office of Education
For Priority I Teachers

March 20, 21, and 23, 1972
Educational Service Center
Jefferson Parish School System
Jefferson Parish, Louisiana

Mr. Eddie Williams
Coordinator - ESAP Project

William F. Smith
General Consultant and Workshop Director

Compiled & Edited by:

William F. Smith
Louisiana State University in New Orleans

Larry J. Sisung, Director
Special Projects Division
Jefferson Parish Schools

Doris S. Lyons
University of Tennessee, Knoxville

Charles M. Achilles
University of Tennessee, Knoxville

Printed by Jefferson Parish School System
Peter C. Bertucci, Superintendent
519 Huey P. Long Avenue
Gretna, Louisiana 70053

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The workshop results reported herein were performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government Sponsorship are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Milton L. Ferguson, Dean of the College of Education, LSUNO

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William F. Smith

Techniques to Aid Motivation Among Multi-Cultural and Multi-Racial Groups:
Charlotte Brooks

Sociological Implications of Desegregation:
Jerome J. Salamone

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ACKNOWLEDGEMENTS

The in-service workshop reported herein has been part of a staff development program for teachers in thirty-nine (39) elementary and middle schools in Jefferson Parish. It was made possible by a grant from the United States Office of Education under provisions of the Emergency School Assistance Program.

Many people have contributed to the success of the project; it could not have been accomplished without the cooperation of the principals, teachers, and teacher aides of the schools involved. Particular appreciation is expressed to Mr. Peter C. Bertucci, Superintendent of Jefferson Parish Schools, and Dr. Milton L. Ferguson, Dean of the College of Education at Louisiana State University in New Orleans, the District of Columbia Public Schools, the University of Tennessee in Knoxville, the Illinois State Department of Public Instruction and the Princeton City Ohio School District for allowing members of their staff to participate as workshop consultants.

Mr. Larry Sisung of Special Projects and members of his staff have made every effort possible in contributing to the success of the program.

WFS

## WORKSHOP STAFF

### CONFERENCE SPEAKERS

Mrs. Charlotte Brooks, Supervisor of English, District of Columbia Public Schools, Washington, D. C.

Miss Nancy Bruce, Director of Human Relations, Princeton City School District, Cincinnati, Ohio

Dr. Jerome J. Salamone, Associate Professor of Sociology and Chairman of the Department of Sociology, Louisiana State University in New Orleans

Dr. Charles Thomas, Assistant Superintendent, Illinois Department of Public Instruction, Chicago, Illinois

### CONSULTANT DISCUSSION GROUP RESOURCE PERSONNEL

Mr. John Harold Boucree
Dr. Raphael Cassimere, Jr.
Dr. Richardo Chavez
Dr. Richard J. Elliott
Dr. Mildred Felix
Dr. Milton L. Ferguson
Dr. John L. Fluitt
Dr. Dorothy Hawkins
Mr. Warren Honore'
Dr. John W. Lorton
Dr. Anthony Margavio
Dr. Charles E. Martin
Mr. James A. Perry
Dr. Paul Sanford

### INTRODUCTORY REMARKS

Mr. Peter C. Bertucci, Superintendent, Jefferson Parish Schools
Dr. Milton L. Ferguson, Dean of the College of Education, Louisiana State University in New Orleans

### EDITORS & COMPILERS

Dr. William F. Smith
Dr. Charles M. Achilles
Mrs. Doris S. Lyons
Mr. Larry J. Sisung

## Superintendent Bertucci's Remarks

Welcoming the participants and consultants, the Superintendent expressed his great pleasure at the concern for quality education expressed by those in the conference.

He then reflected briefly on his hopes for education in Jefferson Parish, a school system with a rapidly expanding population. He expressed his concern for quality education which must be provided for all children in the parish. Remarking that physical facilities were but a portion of the problem, he encouraged those at the conference to gain as much information as they could with respect to new approaches, methodologies, materials, and attitudes. These he indicated should be taken back to the schools and whenever possible implemented in the classrooms to enhance the quality of education.

In concluding he stated that the commitment to excellence in education in Jefferson Parish was sincere and that the efforts being made today were an illustration of that concern for children.

## Background

This workshop was one facet in the extensive Emergency School Assistance Program operating for the second year in the Jefferson Parish School System. Since September 1970 efforts have been made under this program to alleviate the problems incident to desegregation by court order. During the first year of operation, the program concentrated on improving community understanding of the role of the schools, developing curriculum locally to increase its relevancy to the students, identifying students who required special programs to alleviate their problems, and providing training for some teachers in understanding students with particular problems.

In this second year the program has continued its commitment to these major components, but because of its greater scope, additional thrusts have been possible. Staff development was provided for over a thousand faculty members in the system because a commitment has been made to the vital importance of teacher understanding in bringing solutions to school problems. Also extensive efforts were made to assess the needs of the school system in order that planning for future years might effectively reflect the actual needs in education as seen by involved parents, teachers, administrators, and board members.

## Dean Ferguson's Remarks

The dean expressed his pleasure at the sincere interest of so many conference participants in working toward the solution of problems incident to desegregation. He commended the Jefferson Parish School System and its personnel for their many efforts on behalf of the Emergency School Assistance Program and especially for this workshop. He indicated the enthusiasm of the College of Education, Louisiana State University in New Orleans, in providing consultative services and thus being an active part of the program.

Reflecting back to 1964, Dean Ferguson recalled the first Desegregation Center in metropolitan New Orleans housed at the University. He recalled how those early years of operation had often been traumatic as the new life style increasingly became the normal way of life. The intervening years, though often difficult have been progressive and productive. The dean then pointed to the present as positive witness to the effective measures taken in the past toward desegregation of schools and integration of student bodies since that started eight years ago.

In conclusion he cautioned that times would still be hard and personal feelings often tender, but nonetheless, optimism, courage, and conviction would bring to the future the education that students deserve.

## EVALUATORS

| | |
|---|---|
| Mrs. Susan Brown | Mr. Robert Rasmussen |
| Dr. William Cole | Mr. John Austin |

## REPORT FORMAT

Speakers' and consultants' materials have been paraphrased and summarized to capture the essence of the presentations rather than to offer each presentation verbatim or as a scholarly paper; synthesis should produce a more readable and workable document.

## INTRODUCTION: BACKGROUND

## STRUCTURE

Each workshop consisted of one day of large group presentations followed by small group discussions for each group of teachers. This first workshop effort was preceded by the limited visitations of program consultants to participating schools and was followed up by continued school visitations by these consultants.

After large group sessions, participants divided into nine discussion groups; each met throughout the day with the same consultants who served as resource persons and interaction facilitators. After each large group presentations, that general session keynote speaker met with a small discussion group in the T. V. studio so that this discussion could be video-taped for future use. These small group sessions with the keynote speakers provided further opportunity for interaction in the more intimate setting and continued the dialogue-question session that concluded some large group sessions. Use of the T. V. studio allowed the Jefferson Parish Schools' media facilities and equipment to be used more effectively since by capturing large group presentations and selected small discussion groups, a tape library was developed for future staff development activities.

A sample of the workshop daily schedule is included on the next page.

## SAMPLE WORKSHOP SCHEDULE

### WAYS TO UNDERSTANDING
General Sessions for Priority I Teachers

A sample Schedule

| | | |
|---|---|---|
| 8:30 | Welcome | Larry J. Sisung, Director of Special Projects<br>Peter C. Bertucci, Superintendent of Schools<br>Eddie Williams, Coordinator - Emergency School Assistance Program |
| | Introductory remarks: | William F. Smith, Workshop Director<br>Milton L. Ferguson, Dean of the College of Education, LSUNO |
| 9:00 | Presentation | "Techniques to Aid Motivation among Multi-Cultural and Multi-Racial Groups" - Charlotte Brooks |
| 9:45 | Discussion Groups (led by consultants) | |
| 10:30 | Presentation | "Sociological Implications of Desegregation" Jerome J. Salamone |
| 11:15 | Discussion Groups | |
| | Lunch Break | |
| 12:45 | Presentation | "Discipline in Desegregated Schools" - Charles Thomas |
| 1:15 | Discussion Groups | |
| 1:45 | Presentation | "Communication in Desegregated Schools" - Nancy Bruce |
| 2:30 | Discussion Groups | |
| 3:15 | Conclusion | |

## THE PROGRAM: RATIONALE, DESCRIPTION, OBJECTIVES

William F. Smith

If positive social interaction and personal involvement between the races is to be achieved, new directions must be charted. The desegregation of staffs and student bodies has been at best only an initial step in opening the door to improved education for all children and youth. The passage of time and efforts thus far have failed to achieve the integration in depth which is necessary for positive inter-racial relationships and for the development of relevant instructional programs for students within the multi-cultural school. In such a school where racial balance is approximated the major goal sought by those in educational leadership must be the provision of equal education opportunities for all students. There is no climate more conducive to the improvement of intergroup and interpersonal relations than that which is comprised of cooperative efforts to attain this goal. Such efforts must involve teachers students and community.

As described by Nyquist (See Appendix A) there are two main aspects to the civil rights movement: desegregation, which is basically an administrative problem, and integration, which is an educational and sociological or human-relations one.

Desegregation is a process of eliminating the high concentration of black or other minority children in a few schools. Despite the emotion and tension aroused in doing so, once a determination has been made to end segregation, it is primarily administrative and mechanical to carry out.

But integration is something different, by far. An integrated education is not mere mixing together of children from different backgrounds. For mixing to have educational value it must be reinforced by the attitudes and behavior of teachers and administrators, by the curriculum and textbooks, by the experiences of the children outside the classroom, by the color complexion of the teaching force and administrative staff, by better illustrative materials supplied by business and industry.

According to Nyquist, an integrated education is a series of experiences in which the child learns that he lives in a multi-racial society, in a multi-racial world, a world which is largely non-white, non-democratic, and non-christian; a world in which no race can choose to live apart in isolation or be quarantined by the rest. It is one that teaches him to judge individuals for what they are rather than by what group they belong to. From this viewpoint he learns that differences among peoples are not as great as similarities, and that difference is a source of richness and value rather than a thing to be feared and denied. We have the obligation to see that the students in the schools are prepared to live in a highly mobile, multi-racial, multi-cultural, integrated society.

A major question in integration efforts is whether placing people of different races in the same physical environment actually facilitates human interaction or social integration. Although it is frequently assumed that physical desegregation will insure social integration, a review of research literature indicates that this may be an unwarranted assumption.

Therefore, with the advent of significantly desegregated schools in Jefferson Parish, new problems in interpersonal attitudes have developed. To promote the integration of the schools, additional training in human relations skills through in-service will aid in promoting learning environments that recognize the changed value patterns and build communication skills and competencies of students, teachers and administrators.

## OBJECTIVES

The specific objectives toward which the in-service training program and consultants were directed are as follows:

1. To acquaint teachers with the sociological and psychological causes of prejudice, problems within and between ethnic groups, and problems arising from economic deprivation and cultural differences in order that they may better understand the attitudes and patterns of behavior of the students.

2. To engage teachers in the study and comparison of the cultural patterns and values of the students as well as those of the teachers themselves in order to contribute further to the understanding of the behavioral and educational problems of the students.

3. To engage teachers in the investigation and analyzation of the factors affecting the achievement level of the students in order that teachers may be better prepared to meet each student at his particular level.

4. To train teachers effectively to apply newly acquired knowledge and understanding of effective teaching techniques and procedures in desegregated classes.

5. To acquaint teachers with the rationale underlying the development of materials appropriate for students of varied cultural backgrounds as well as methods and materials especially applicable in a desegregated teaching situation.

## PHASE I

Phase I of the ESAP program consisted of an orientation program for school personnel provided by the staff of the Special Projects division. This included a program for building principals in Jefferson Parish schools and also several short, late-afternoon sessions for elementary and middle school teachers to introduce them to the program.

## PHASE II

Phase II, the workshop program components, consisted of three one-day general meetings held March 20, 21 and 23. One third of the faculties of the Priority I schools attended for one full day of instruction.

During these meetings each group of teachers participated in four large group presentations covering: 1) the sociological and psychological effects of segregation and desegregation, 2) the problems associated with communication between races and among socio-economic groups, 3) discipline and 4) techniques to aid motivation among students espousing differing life styles. Between each large group presentation, participants were divided into small discussion groups led by the consultants who carry out Phase IIIof the program, continuing in-school visits. Discussions were designed not only to bring out teachers' immediate reactions to the previous presentations, but to assist the consultant-leaders in identifying more specific problem areas for later discussion.

## TECHNIQUES TO AID MOTIVATION AMONG MULTI-CULTURAL AND MULTI-RACIAL GROUPS

Mrs. Charlotte Brooks, Supervisor of English and Language Arts for the Washington, D. C. Public Schools expanded upon general topic of techniques to aid in the development of motivation among multi-cultural and multi-racial groups. Mrs. Brooks demonstrated motivation-developing techniques and concepts by involving the audience. She initiated one formal presentation by quoting "My Motto", a brief Langston Hughes poem:

> I play it cool
> And dig all jive
> That's the reason I stay alive
> My Motto: As I live and learn, is
> Dig and be dug in return

This poem may be used to start youngsters out on an exploration of language arts experiences; on other days other poems were used. Youngsters may discuss what the poem means, and/or discuss the words themselves, e. g. the meaning of the word "dig." Might "dig and be dug in return" mean to respect and be respected in return; to love and be loved? What are other interpretations? Does the phrase convey a feeling of reciprocity or exchange? Poems have different meanings for different youngsters. Poetry compresses experience and provides learners with opportunities to expand on the experiences, to start from their own experiences, to move ahead and make associations.

To break the ice, one large group participated in a communication interaction game. The directions were simple:

> Find a person who is as different as possible from you. Arranging two chairs one behind the other, and sitting so that both are looking the same direction—not at each other—the person on the rear chair should communicate his name, school, and most important educational problem to the other. Then change chairs. Repeat the information exchanged. (This group of two a dyad, is specifically structured to avoid face-to-face communication since strangers may not communicate easily the first time in a face-to-face arrangement.) After the dyadic arrangement, each dyad combines with another to form a quartet. Each person should then role play his dyadic partner's situation to initiate communication in the quartet. Next the quartet should arrive at consensus as to its single most important educational problem. Write down this problem and convey it to the speaker.

This technique forces individuals to meet, talk with, and to learn something about someone else while focusing upon a problem. Role playing assures that each person actively participates in the activity. The educational problems of the quartet were reviewed with the participants and ranked according to frequency. Problems, listed according to frequency, related to: discipline, communications, crowded classrooms, and a lack of teaching materials for slow learners.

Personal experiences can also build an awareness of real cultural differences. Such differences, when highlighted, may cause even a poised person to lose confidence and experience a rather threatening situation. Differences in cultural language and vocabulary usage illustrate this point. For example, in America a sentence ends with a period. In England a sentence ends with a full stop. Mrs. Brooks has developed what she calls the D.T.A. the "Dumb Teacher Approach"—dumb meaning silent as well as not knowing how to build on these differences. Teachers who are unaware of differences within and among

groups can use the D.T.A. to encourage youngsters: 1) to explain what certain things mean to them, 2) to help the teacher to understand their ranges of experiences, and 3) to reveal what concepts they have. The D.T.A. asks youngsters to assist teachers in understanding the youngster's point of view. Establishing communication through "not knowing" and calling upon youngsters to "help" is important in getting to know each child as an individual.

It is important to remember that there is no such thing as a conceptless youngster. All youngsters who come to school have certain resources–knowledge, background, experiences and personal resources which they have developed. The resources are the ingredients of their own feelings and concepts of the external world. Teachers must draw upon these to motivate the child and let the child share his concepts, or lead in explaining to others what he knows. Youngsters who come to school from diverse backgrounds bring these backgrounds with them. Specifically, a child who hears Spanish at home learns to speak Spanish; one who hears dialect speaks dialect. The teacher must recognize and work with the differences, resources and concepts of each child.

One approach to multi-cultural, multi-racial differences is the AEIOU strategy:

Acceptance
Expectations–high expectations
Intuition
Opportunities to belong and participate
Us–teachers and learners, all of US.

First, the teacher must Accept the child and respect what he brings to school. The teacher must realize that the youngster has concepts which may differ from the teacher's, and then build on these concepts rather than abruptly change or destroy them. Just as the youngster's background is clearly demonstrated in his behavior, what and how the instructor teaches reflect the teacher's background and education. When a teacher tries to "correct" what the child does, says, or thinks (concepts), the teacher is trying to replace one of the youngster's concepts with one of his own. However, what the teacher offers to "correct" the youngster may not and probably is not "universally" correct, e.g., What is "standard" English? English spoken in England? In New England? In the Deep South? In a ghetto? By a doctor or by a poor man? Is standard English the queen's English, or dialect? To abruptly attempt to replace or destroy a child's concepts may lead directly to a credibility gap and destroy motivation.

The second letter is E; the key is Expectations. The teacher must keep high expectations for the learners under her direction. Expectations are often transmitted to a youngster in a non-verbal manner; non-verbal behaviors reinforce or produce feelings of respect, warmth, like, etc. as well as their opposites. Regardless of what a teacher may say, if she is convinced that a youngster simply cannot do something, this negative expectation will show through in non-verbal behavior. Envision the situation where several of the Doe family have gone through the same school. All have been poor students or behavior problems. The next Doe boy enters school. The teacher says something like this: "Oh, no! Not another Doe boy! His brothers couldn't read and his sisters couldn't read. He probably won't be able to read either." And the teacher is right. He probably will have trouble reading. Expectations lead to self-fulfilling prophecy. High expectations are important; they reinforce a youngster in positive ways, encourage him to think positively of himself, and help him develop a good self-concept.

The third letter is I, for Intuition or Intuitiveness. Teachers and students need intuitiveness; they must respond in an intuitive way and relate in an intuitive manner as

one human being to another. Intuition will tell the teacher that some youngsters need to move around, to be praised, to excel, to be a part of the group, to be alone. Creativity and awareness help the teacher develop processes and procedures to take advantage of the intuitive fact;

The fourth letter, O, stands for Opportunity. The teacher should make opportunities for class members to be included in and be part of class activities and experiences. The teacher needs to create, if it does not already exist, opportunities to encourage youngsters to take part in class activities. There are numerous motivational techniques that can stimulate participation and provide opportunities in the classroom. Some are:

(1) Language Experience Stories - Youngsters can become involved in stories, act out certain parts of stories and sound effects, and critically think through what the story means. The intuitive and creative teacher will seize this opportunity to use stories of other countries with new words and varying degrees of interest and difficulty. Thus, students will not just participate in role playing activities but will glean important information. The intuitive teacher will take the opportunity to include all youngsters. She may find ways for a non-verbal youngster to role play non-verbal situations while using the more verbal and vocal youngster in verbal and vocal situations.

(2) Sensory Boxes or Sensory Bags - In this exercise youngsters place things in boxes or bags which they can feel, smell, taste, etc. Youngsters can share and discuss their sensory experiences with classmates. The creative teacher can expand each youngster's basic knowledge by drawing on unique situations or different cultures and by asking youngsters to share these with their friends. For example, a teacher may ask youngsters from a Spanish speaking background to share a particular or characteristic "Spanish" taste, and then ask the class to discuss and compare this "sense" relative to things with which they are familiar.

(3) Writing Activities As Motivational Devices - If youngsters do not write well, perhaps they can speak into a tape recorder or dictaphone. Someone can write their words for them so that they can see the impact of language. The motivation of working and writing will encourage pupils to explain and share experiences.

(4) Sound Sequences As Creative Expression - This technique for creative "writing" utilizes recordings of different sounds. When put together these sounds may tell a story without words. A play back of this story might include such sounds as footsteps, a door closing, sneezes, water running, a car engine, or a train whistle. Youngsters can arrange and rearrange these sounds into complete stories. These types of learning experiences reinforce and encourage creative ability which may otherwise remain dormant.

(5) Role Playing or Creative Drama - This method of eliciting response and interaction from youngsters has a two-fold purpose: it encourages students to develop communication skills in a non-threatening situation while providing opportunities for creative expression. Additionally, this activity is a legitimate excuse for pupils to get up and move about—a compelling reason to include role playing in the classroom. The intuitive teacher builds-in short interludes of this type, often apparently impromptu, to give youngsters a much needed break in what might otherwise be dull classroom routine.

(6) Story Telling As A Learning Strategy - The use of a story as a form of

teaching/learning was illustrated by Mrs. Brooks quite simply. She told a story. This technique includes the development of listening skills. Youngsters are encouraged to use prior experiences and knowledge to synthesize and draw conclusions. In this manner they are provided a situation which utilizes problem solving techniques, coupling the already learned with the yet to be learned.

(7) The Living Sentence - A vivid explanation of a technique to encourage motivation for working and writing is included in the concept of the "living sentence." It provides youngsters with an opportunity to explain and share their experiences. Teachers may put words on cards and pass the cards out to the youngsters and then they move to the front of the room and make sentences. These "sentences" can be rearranged by moving words in various places. The teacher may also pass out blank cards to youngsters and ask them to put words on the cards and then make sentences. A creative teacher may color code the words, e.g., nouns are red, verbs are green, and so forth. In this way the youngsters internalize language structure concepts by beginning to classify and learn the important characteristics of words. Techniques for involvement, such as three "words" together (three students holding hands) and the moving of these "words" (perhaps a prepositional phrase) around in the sentence add variety to the demonstration.

(8) Grouping Technique - Another demonstration was geared to encourage student involvement. Using Dr. Donald Durrell's technique for grouping which is dependent upon random selection, Mrs. Brooks asked the participants to count off into six groups. There are various strategies and techniques to elicit creative thinking and writing responses that use the random group environment resulting from this clustering process. She chose to use this situational sentence: "Suddenly they realized the bottle was empty and there was no time to get more." Members of the six groups were asked to develop a story from this situation. The primary reason for using this clustering or grouping technique is to encourage youngsters working together in the classroom to call upon and expand the diverse talents and resources of children in a randomly selected group. Task-oriented responses within groups is a skill which must be developed through practice. Students teaching other students is one of the most effective learning strategies.

To conclude, the letter U was singled out. U, the last of the AEIOU category, stands for all of Us working together in an attempt to improve efforts to help youngsters become more involved in learning situations.

## SOCIOLOGICAL IMPLICATIONS OF DESEGREGATION

Dr. Salamone, viewing the question of desegregation-integration through the eyes of a sociologist, spoke to the topic "Sociological Implications of Racial Desegregation." The presentation combined two sources of information: Dr. Salamone's continuing visits in the Jefferson Parish Schools over the past two months and his training as a sociologist. Elements of the talk drew also upon data from the 1966 Coleman Report, *Equality of Educational Opportunity*.

Early in the talk Dr. Salamone established his premises. He supports the notions that: 1) we need integrated campuses, classes, and student bodies, 2) we must have equal educational opportunities, 3) we must have meaningful desegregation and integration, including integrated education. (The reader is referred to Appendix A for suggested

distinctions between desegregation and integration, and a discussion of integrated education.)

Schools often have been the vehicle of social change in the past. Once again the schools have been called upon; this time to become the prime agents of racial desegregation and integration. The schools have been called upon to do what other groups, institutions and organizations have either failed in or have failed to try. The magnitude of the problem certainly suggests that the other social institutions–church, family, neighborhood housing groups–should be employed to assist in the process. The problems facing the schools are even more complex since the school system is perhaps the least suitably organized of the social institutions to attack the problem and in fact is not really a "system" at all. The school "system" is a loosely joined confederation of some 25,000 school districts located in fifty states' school systems. The problem is further compounded by the fact that social changes which the schools have been called upon to effect are hazardous. Social changes often do not come about exactly as planned, or with a great deal of certainty, or without resistance and trauma.

Education has made some significant objective improvements over the years. Note, for example, the reduction of illiteracy among the five to seventeen year olds, that is, the increased ability of this group to read and write. Older persons who dropped out of school can still be educated in the adult education program or they may already be self-taught. Few young people today five to seventeen are not in schools learning to read and write. Concurrently, there has been a significant decrease in the school drop-out rate. The significance of the drop out rate reduction is reflected in the following:

| | Blacks: 20-24 who have not completed high school | Whites: 20-24 who have not completed high school |
|---|---|---|
| 1961 | 41% | 23% |
| 1971 | 31% | 16% |

Although these have been significant gains for education, a more significant fact is offered for present understanding and recognition that desegregation does in fact work. This fact is not always recognized by educators and the public Some may believe that the so-called eight to three desegregation is not making an impact. Efforts of the school during school hours may seem to be lost when youngsters return to the ghettoes or to their own upper socio-economic neighborhoods from a desegregated school. But desegregation is definitely working. Adults who have had interracial educational experiences are fundamentally different from those who have not had interracial experiences. Specifically, they are significantly more willing to:

live in an interracial neighborhood or block,
work in an interracial setting,
interact meaningfully with employers, peers, and subordinates, and
work harmoniously with members of other races.

These same adults are significantly more willing to send their children to desegregated schools. Moreover, they may make personal sacrifices to see that their children do indeed have these types of educational experiences.

One significant piece of research on the topic of integration and desegregation is known as the Coleman Report. Coleman and his associates have tested over 635,000 pupils in grades one, three, six, nine, and twelve as well as teachers and administrators from nearly 400 school systems. Tests were for differences in skill performances, including number, reading and problem-solving skills. Important differences were identified in the testing. Tests results for black pupils in predominately black schools fell

significantly behind results for white pupils in predominately white schools. Most importantly, the gap in scores between these two groups increased over time. However, in situations of meaningful desegregation and integration, the identified gap between groups did not increase over time and in some cases the gap closed. The differences were not statistically significant, but the trend clearly indicated that the gap either closed or at least did not widen.

Concurrently, the question is often asked, "Are gains of black pupils in desegregated schools made at the expense of white pupils?" Phrased differently, "Do black pupil gains reflect white pupil losses?" The research is clear: An unqualified no. Black and white pupils gain together.

Minority groups, blacks and Spanish-speaking especially, are over represented in the educational framework in terms of slow learners, the culturally deprived, the physically and mentally retarded, and so forth. Simultaneously, accomplishments of more capable students serve as a self-regenerating reward both for pupils and teachers.

Another significant fact indicates that teachers want to work with those pupils whose behavior seems to reward the teacher's efforts. A teacher's feeling of reluctance, aversion, or hesitancy to spend time with slow or less advanced students can have a detrimental effect. This may occur even though the teacher actually spends more time with these groups. If the teacher is basically reluctant or has a hidden aversion to work with this group, extra time with the group may compound the problem since the teacher's general attitude may be reflected verbally or non-verbally as in anger, frustration, sarcasm, etc. The reflection of such attitudes may not necessarily be due to racial differences; rather these may reflect a dislike of working with slow learners or be related to social values of other socio-economic groups. To the extent that minority groups are over represented in slow learner groups, minority groups bear the brunt of negative teacher attitudes. Thus when a teacher's frustrations, attitudes, or anger are transmitted to students through verbal or non-verbal means, the extended amount of time the teacher spends with these groups compounds and intensifies the problem.

Moreover, in an unguarded moment teachers may find it easy to move from thinking that a student doesn't learn well to the idea that a student simply can't learn. This is an erroneous assumption since obviously "to live is to learn." The minority or lower socio-economic child may not learn exactly what middle-class teachers expect, but he is surely learning. If nothing else, he is learning to dislike school.

It must be understood, then, that a child with a problem is not necessarily a problem child. In any interaction between teacher and pupil which leads to a discipline situation, both the teacher and the pupil are factors in the interaction; the creative, intuitive teacher knows this. A minority child may not live up to teacher expectations. In such situations a creative teacher works with each child to elicit his best out of the learning situation. The less creative or imperceptive teacher may simply cease trying and deny responsibility for the child. This teacher may state that half of the students need special classes or schools, or that a large share of the class needs psychiatric rehabilitation. In short, the teacher does assuredly make a difference.

In addition, teachers reflect a deep set of middle-class values: quietness, orderliness, obedience, punctuality, neatness, courtesy, and many more. Many minority children come from working or lower class backgrounds where these values are not highly esteemed. Therefore, these youngsters may be slow to respond to middle-class value demands or situations. This factor may cause serious problems in the classroom, especially when value orientations become diversified by the infusion not only of varying socio-economic classes but also of youngsters from different cultures and races.

Returning to the Coleman Report, the speaker reviewed four predominate variables of that study: 1) facilities, 2) programs or curricula, 3) teachers, and 4) peers. Data analysis

showed that when the researchers controlled for other variables such as social class, race, sex, etc., schools were found to be strikingly similar. The major variable influencing educational achievement, when other variables are held constant is social class.

More particularly, schools do vary in the amount of impact that they have on different social groups. Achievement of the minority group and lower socio-economic pupils is more dependent upon the school and learning environment than is the achievement of majority group and upper socio-economic pupils. Thus it can be argued that increasing investments to bring about significant improvements in schools attended by minority and lower socio-economic pupils should produce measurable educational improvement in those schools. This is a strong argument for compensatory education.

On the other hand, variation in teachers and faculties, facilities and programs or curricula accounts for relatively little variation in pupil achievement. The quality of teachers in a school, as reflected by teacher preparation, certification, and general intellectual abilities, also has some influence on pupil achievement. The educational level of a teacher's parents, too, seems to have a strong influence on teacher effectiveness relative to educational achievement of pupils.

Pupil achievement is most strongly related, however, to the educational background and aspirations of the school peer group as reflected from family socio-economic status and prior educational attainment. A pupil from a home with relatively low educational level and aspirations when placed in school with youngsters who have strong orientations to and backgrounds for education, will gain significantly in his educational aspirations.

Thus, in predicting the educational achievement of the child, peers are most important, teachers are second, programs and curricula are third, and facilities are fourth. Clearly then, teachers do make a difference. It is also clear that careful attention needs to be directed to peer group relations and socio-economic characteristics of the student body.

SUMMARY:

1. Our educational accomplishments are significant.
2. Integration works–for blacks, for whites, for everybody.
3. Currently blacks are playing "catch up" with regard to educational achievement. In time their educational achievement will be, and should be, indistinguishable from that of the whites.
4. Slow students suffer certain subjective handicaps when the imperceptive teacher, knowingly or not,
    a. communicates her impatience to them,
    b. makes the mistake of thinking some students cannot learn, and
    c. defines the child with a problem as a problem child.
5. Students and teachers are much more important than programs and facilities in securing educational achievement.

After Dr. Salamone's presentation there was an opportunity for questions and answers. Some sample questions follow:

(1) Are there now or will there be similar studies to that of the Coleman Report?

The Dean of the College of Education at LSUNO indicated that a recent issue of Education USA describes a Harvard study which, in essence, supports many findings of the Coleman Report.

(2) How can we account for the low achievement scores of the black minority students as identified in the Coleman Report?

Dr. Salamone indicated two significant points: (a) the ability of black teachers in segregated schools with regard to verbal skills has been a contributing factor; and (b) students who attend predominantly no-problem black segregated schools are those whose environmental background are representative of lower socio-economic groups. These two factors join in a multiplier effect, i.e., the environmental influence of low economic background was not strongly offset by superior verbal skills in the classroom but was generally coupled with lower verbal skills of teachers and peers. The result was that one tended to reinforce the other.

(3) Do you mean to imply that many teachers in these segregated schools were not professionally qualified?

The response was basically affirmative. This has implications for all teachers. Using Dr. Salamone's phrase teachers too must play catch up.

## DISCIPLINE IN DESEGREGATED SCHOOLS*

Dr. Charles Thomas of the Illinois State Department of Public Instruction addressed himself to the topic of discipline in desegregated schools. He set the stage for his talk by recounting some experiences as an assistant principal and principal in desegregated schools. Increasingly, assistant principals are black and are assigned the responsibility of "discipline" as their primary responsibility in school. The composition of the student population in the school where Dr. Thomas served as principal included 60% white and Jewish, 30% black and Christian, 10% white and Christian. The school had only one black classroom teacher but there were three black physical education instructors. This typifies questionable staff utilization. Too often black personnel in schools are found in athletic departments because of the sterotype that blacks excel in athletics. The school offered a number of challenges, providing ground to test theories and ideas regarding good discipline situations. Theories are just that unless they can be put into practice.

There is a "uniqueness factor" within any school population. This can be perceived as a recognition that all elements of society are represented. Thus a contrived situation exists with regard to desegregation, especially as desegregation is often brought about by court order or by otherwise compensating for residential patterns. Because of this, it is virtually imperative that educators exercise every effort to make it work.

Openness within a school is a must. Not to have participation and an open climate results in an air of distrust. When a school adopts an open door policy with regard to parental involvement, additional factors come into play. When there are more parents and adults in the schools, there are more opportunities for adult-student interactions. The tone of a school can change as there are more and more adults to contribute to the school program. Educators have long been known for protecting their low profile with regard to societal elements outside the school. A school climate indicative of openness results in high visibility of the school staff, program offerings and other activities.

The Open Door swings both ways. Parents actively involved in the schools are encouraged in their efforts when school personnel extend themselves into the community. Efforts of parents can be channeled into programs such as introducing and organizing extra-curricular activities. Intense involvement of parents will be in addition to the PTA which is sometimes restricted by organizational structure, but the PTA should

*** Material in this presentation has been adapted in part from DISCIPLINE STANDARDS IN INTEGRATED SCHOOL: A Resource Manual, Community Consolidated Schools, District 65, Evanston, Illinois. Sections of this report were available for distribution to workshop participants.**

also be encouraged to be more active and supportive. School and community supported athletic teams promote pride and facilitate public relations. School-community clubs help improve the school's image in the community. Combined school and community programs provide a common ground where attempts can be made to open communication channels and offset or head off problem causing situations. An informed and cooperating community is one way to deal with school discipline.

Clear, open and honest communications are key factors for successful people-to-people relationships. Schools which are of low visibility—closed to parents of the community—will be a negative force in problem solving situations. Parents who are free to visit and be involved with schools will be exposed to all aspects of its functions. However, it is better to have informed active parents who are cooperating in seeking solutions to problems than to have uninformed parents who oppose the school and do not help in alleviating or avoiding problem causing situations. This sort of community support necessitates a commitment on the part of educators and school boards to provide honest and frequent information about schools. Scheduling of school board meetings at a convenient time for parents is one preliminary step. If educators want parental support for the schools, they must recognize that parents must be free to visit schools and participate in school functions, and not feel that they are only coming to the school if their children are in trouble or for the once-a-year open house or conference.

Discipline should not be perceived as a seven hour a day problem. Good behavior must be practiced not only in classrooms but also in the streets, and in the community. The battle for good school deportment and discipline is won in the streets and homes of the community. School standards of behavior must reflect accepted standards of behavior of the community and of society in general. It is imperative that school personnel know about their students' environments outside the school—their homes, their interests. To do this, personnel must go into the community. The school must be "of" the community, not just "in" the community. School personnel should believe in, and function through, realistic public relations and community involvement programs.

Desegregation and integration are not the same. Since real integration in the schools of our nation is still a long way off—it is something to be strived for, certainly, but not something already here—ideas in this presentation are particularly relevant to the desegregated situation although they should be applicable to most situations. At best, school desegregation is a contrived situation. Much of the rest of society is not desegregated (neighborhoods, labor, churches, etc.). In this sense school desegregation presents a "phony" situation. Schools are expected to solve the problems of desegregation while other institutions are still avoiding the question.

In terms of discipline students are beginning to be vocal about being recognized as people, as human beings. Students want the constitutional rights provided other citizens. A recent case in Arizona *(in re Gault)* held, among other things, that students are entitled to due process procedures and that punishment cannot be arbitrary or capricious.

One assumption underlying the need for discipline is that there must be a set of recognizable standards of behavior in the schools. Using these as guidelines, schools can more readily accomplish their stated goals and objectives. Educators must make certain that these standards are: 1) recognizable and known, 2) fair, 3) fairly enforced. Thus, discipline is seen as a set of standards to ensure that schools, teachers, and pupils may accomplish the tasks necessary to attain formal educational goals and objectives.

There are at best three principles which should be considered basic in terms of discipline, not just in desegregated schools, but in all schools. Each principle is listed below with a behavioral objective toward which educators must work:

1. Discipline is basic to education and must be applied fairly to all regardless of color.

Fairness implies recognition of the offense, of underlying motives for behavior, and of proper ways to react to the problem. Classroom teachers must be aware that there is no single formula or approach to discipline. What may work with one person in one location may not work in another location or with a different person. Teachers must be creative and intuitive in choosing the styles and techniques for disciplining. Punishment and restraint must fit the offense. However, while the teacher may vary his technique, he must apply the principles of discipline equally to all. Thus we have the behavioral objective: Apply reasonable discipline standards fairly to all children regardless of race.

2. Pupil negative behavior is a result of environment. Environmental factors and personal pressures, rather than race, may result in discipline problems. A teacher must know something about the background of the pupil to be fair in assessing the discipline situations and in correcting them. One way to do this is to be actively involved in the community and let the pupils know that you, as a teacher, are also human. There is a very real concept that because of color, a pupil may have high visibility when he is of the minority race; he is easier to spot and remember in a crowd. The behavioral objective, then, is: Given the fact that a discipline problem does exist, eliminate possible pre-conceived notions that race is the cause of behavior.

3. The teacher's conscious or unconscious attitudes toward children do affect the child's behavior. Attitudes may be transmitted non-verbally or verbally, but when antagonistic attitudes are directed toward youngsters, they may amplify disrespectful behavior. A concept known as the self-fulfilling prophecy suggests that in social situations where attitudes are part of the interaction, they will influence the quality of that interaction. Teachers must be sincere and open. Students can quickly detect insincerity of action and attitude; they know when a smile or pat on the back is sincere or phony. When insincerity is detected, pupils react adversely to it. Thus, the behavioral objective is: Recognize your attitudes toward the youngsters with whom you are dealing and attempt to analyze how these attitudes affect the behavior of the youngsters. (See the personal self evaluation form, Appendix B.)

Communications, then, is the key. The primary thrust in the initial phase of desegregation must be to encourage people-to-people relationships. Formal lines of communication deepen the community's understanding of happenings within the school and are crucial to augment the informal lines of communication encouraged by the open door policy. Other important facets of communication pertain to the teachers themselves; teachers must come of age during the initial phases of desegregation. Because teachers are also human, they sometimes use innocent remarks which reflect negative attitudes for a particular ethnic group. Teachers must learn to recognize these and work to eliminate them from their communications. Unclear communications, insincerity and indifference toward openness and community involvement contribute to poor discipline in any school, desegregated or not.

At the conclusion of the talk participants asked questions concerning the presentation. The following are representative of the questions and Dr. Thomas' replies: 1) In classroom interaction between black students–white teachers or white students–black teachers where resentment may be a contributing factor, what specifically is recommended? Dr. Thomas emphasized that the teacher must project a high degree of professionalism. The issue of race cannot be imputed to impinge upon the interaction in the classroom; one must not expect that it does or will.

2) How does one deal with the subtle pressures which can be exerted by a minority in the classroom to somehow expect preferential treatment, especially if the teacher is of the

same race? Dr. Thomas again identified professionalism coupled with intuitiveness and common sense as the criterion for action. This question generated discussion on the situation that occurs within faculty groups where there are few minority race teachers. Should these teachers be perceived by majority teachers as expert when matters of racial controversy erupt? Discussion led to the general position that they should be called on for assistance and involved since they provide another resource.

3) Is it ever permissible to curse a student who has cursed either you, the teacher, or another student? Postively not. This only intensifies an already serious problem.

4) To what extent does lack of order from a student indicate a lack of order in his own home life? There may or may not be any connections; the situation must be more closely examined.

5) How should a teacher deal with a student who daily arrives at school without either books or pencil? Find out why this action is recurring and apply the appropriate discipline standard.

## COMMUNICATION IN DESEGREGATED SCHOOLS

Every topic of the workshop hinged on human relations and communication even though communication may not have been the stated topic of the presentation. Miss Nancy Bruce, Director of Human Relations, Princeton City School District, Cincinnati, Ohio, spoke to the large group Monday on the general topic "Communication in Desegregated Schools." Because of the pervasiveness of communications, this topic was combined in following sessions into other presentations and expanded in group discussions. The following summarizes the substance of presentation.

Teachers often erroneously assume that communication in desegregated schools is the same as communication in segregated schools. This assumption simply is not true. There are numerous communication innuendos related to culture or race. Nuances of verbal and non-verbal exchanges are often related to culture and interpreted differently by different cultures. In the multi-cultural or multi-racial classroom attention must be given to recognizing and developing new communication skills and nuances. The addition of persons of other cultures and races in classrooms significantly changes the elements of communication and dictates that all in the group must be honest and thoughtful in their communication.

For example, teachers often assume that the only proper language is the so-called standard English. Psycholinguists have determined that the dialects often used by the working-class poor and other elements of lower socioeconomic strata as well as by different racial groups are forms of highly structured language. Children from lower soci-economic homes may use different verbal inflections, such as: "he come" for "he comes" or "he sit" for "he sits." Teachers should recognize this, build on it, and then move from there. The teacher must realize that this form of language has been learned from family and peers; it is the product of the youngster's environment.

Moreover, teachers of one race often overlook the contributions of persons of other cultures or races. By denying cultural and racial differences teachers have, in effect, deprived themselves of many opportunities to learn and expand their own knowledge. An assumption that one culture or race is inherently superior is an assumption which may lead to communication problems in desegregated schools. In their hesitancy to communicate with pupils, parents and other teachers of another race, some teachers may

have overlooked opportunities to better understand different cultural behaviors and attitudes. Understanding of different cultures is improved through honest dialogue unhampered by preset convictions.

Specifically, teachers must be aware of "trigger" words. These are words which themselves are emotionally laden; their use is liable to cause serious problems in communication as well as behavior. For example, note the "boy-girl" usuage where it might be more proper to use the expressions "young men" and "young ladies." In some contexts and situations the words "boy" and "girl" are emotionally laden, particularly for blacks. Furthermore, the "I-you" concept may cause communication problems. When a speaker refers to "you people," he is showing a tendency to separate himself from the listener and is assuming, perhaps incorrectly, that the use of "we" will be the answer. Thus, the speaker should be aware of group relations and should speak accordingly. Be sure to reflect proper respect in your communication by not using "boy-girl" when speaking to adults and not using first names unless you yourself are willing to be on a first name basis. Every adult has the right to expect the courtesy of formal address unless mutual agreement dictates otherwise.

Common cliches also provide serious roadblocks in communication since they may often reflect sterotyped thinking. Examples of this are "Jew him down," "blackball," "blacklist," etc. Teachers should recognize and be wary of these common expressions that may cause personal hurt to persons of various races or ethnic groups.

Epithets may further add to the communication problem. Such epithets as "kike, honkey, chink, dago, boy, pollock, whitey, nigger, wop," etc. may be reflections of deep cultural scars over long periods of time. Teachers must be sensitive to and aware of the past experiences of the individual as well as of the collective experiences of the ethnic group. Some expressions used unthinkingly, such as "some of my best friends are Negroes" may be factors in communication barriers. It is incumbent upon the speaker to become aware of group sensitivity and the scars which have followed a particular group through it's history.

The speaker then suggested that blacks might help and encourage whites to recognize and identify their verbal and non-verbal transmissions which perpetuate barriers to communication and extend feelings of racial and cultural hostility. Blacks might communicate honestly with whites to help them recognize communication problems and act as sounding boards to provide necessary feedback. Naturally the same situation holds true for white-to-black interactions. Once again honest and open communication is the key.

The speaker advocated drastically improved educational opportunities for black youngsters. This is not to say that educators must focus all, or even an inordinate amount of, attention on educational opportunities for black youngsters. This thesis is based on the assumption that if educators truly meet the needs of youngsters who have been deprived of equal benefits in education, then these same educators certainly will meet the needs of all youngsters, even those who have benefitted from better materials, curricula, and teaching. By striving to meet these additional needs and making improvements for less priviledged youngsters, educators simultaneously will provide vital and enriching experiences for every student.

The speaker noted that most of the audience would not remember the entire talk, but hoped that they would remember the substance of the talk which was summarized as: "Communicate your respect for human differences."

The speaker then presented three techniques for doing this and thereby improving communication and communication awareness. The three techniques were: 1) paraphrasing, 2) behavior description, and 3) perception-checking.

Paraphrasing is essentially the act of stating in one's own words what someone else has said. In doing so one tests whether or not he has understood the message correctly and thus attempts to draw out the original speaker to provide more detail on the topic.

Behavior Description is simply providing feedback to someone about the behaviors which he has elicited. A teacher might say, "Johnny, you have disrupted the class by your talking at least three times in the last five minutes." This does not reflect anger; it simply states a fact. On the other hand there are teachers who might say something like "be quiet" or "shut up" which interjects a value-laden and hypothetically tense communications situation.

Perception checking, the third technique, is testing the accuracy of one's own perception of someone else's communication or behavior by asking that person if that perception is, in fact, correct.

After this brief orientation to three communication techniques, the small group sessions were asked to conduct a paraphrasing exercise. The only restriction upon this paraphrasing was that one of the following two questions be followed as a guideline for the paraphrasing exercise: 1) What have you learned today that will help you to make positive changes in your classroom communications, or how can you improve your communications relationships in the classroom? 2) What are your most pressing communication problems in a bi-racial, multi-cultural or interracial classroom?

The preceding summaries and paraphrases of large group sessions provide the substance of the formal workshop presentations. There were basically two kinds of small group sessions: 1) small group interactions with major workshop speakers where individuals could share in a more intimate setting their reactions to the presentation and ask questions to expand points, and 2) small group sessions conducted by other workshop consultants who served as resource persons and discussion facilitators.

Small group sessions with major speakers were video-taped, as were all of the large group sessions, through the use of the extensive facilities, equipment and specialized television staff of the Jefferson Parish school system.

## CONSULTANT EVALUATION OF SMALL GROUP SESSIONS

Consultant small group resources personnel summarized the small group sessions according to the suggested outline shown in Appendix C. As the actual workshop structure changed from day to day and from session to session, there is not a perfect correspondence between topics and number of small groups; in some cases the large group preferred to stay together and ask questions rather than to go into small groups. Representative questions and responses have been shown at the end of each large group session summary as applicable.

Each consultant completed an evaluation form (Appendix C) for each session. A rudimentary form of subjective content analysis was used to summarize the consultants' impressions of the sessions. The results of this analysis are summarized in parts III through VIII of this section of the report. Parts I and II of this section include summaries of questions 1 and 2 of the evaluation form. These data are more objective in nature.

I. Group Data (N=50)

| Size of Group | Number of Groups This Size |
|---|---|
| 14 | 5 |
| 13 | 8 |
| 12 | 21 |
| 11 | 12 |
| 10 | 1 |
| 9 | 2 |
| 8 | 1 |

| Number of Others in a Group | Number of Groups with Others |
|---|---|
| 2 | 14 |
| 1 | 14 |
| 0 | 13 |
| No Data | 9 |

II. Group Reaction to Issues Dealt with by Speakers

| | |
|---|---|
| Favorable | 44 |
| Neutral | 2 |
| Unfavorable | 3 |
| Negative | 1 |

III. Reaction to Issues

Among the important topics considered by the small group sessions and speakers, four issues stand out prominently:

ISSUE:

1. Desegregation and integration are working and can be made to work better.
   Reaction: The findings were strong that, next to government, the public schools are carrying a heavy responsibility for desegregation-integration. There was consensus that while desegregation is only one step toward integration, substantial gains are being made in the schools toward integration. (See Appendix A) In the desegregation-integration process the actors performing key roles are: (1) teachers, (2) parents and (3) peer group influences, in about the order noted. While there was recognition of the massive and complex nature of the desegregation-integration task, there was no attempt to dodge or minimize the problems involved. To the contrary, there was acceptance of the task and the desire was expressed to accelerate involvement.

ISSUE:

2. In the desegregation-integration process where children, white or black, come from deprived backgrounds cumulative in their effects over time, a considerable amount of teacher-pupil effort will have to be devoted to the catching-up process.
   Reaction: There was optimism that this was possible, but it will require individual work with individual pupils and sub-groups within the classroom. Under the worst of teaching conditions some individual work is possible using brighter pupils to work with less able ones and using aides or parents to work with students on a person-to-person or on a person-to-group basis. By helping the student follow his interests to a reasonable degree, individual learning may be encouraged.

ISSUE:

3. Discipline problems arising from schools in the desegregation-integration process are not new in kind, but the process does add some unique features and situations involving discipline.
   Reaction: There was agreement that discipline is necessary in classrooms if chaos is to be avoided. Whatever discipline standards are applied must apply equally to all

children. Differential treatment will result in distrust of the teacher and lead to disorder in classrooms and on playgrounds. Discipline requirements and methods vary considerably between lower socio-economic groups and middle and upper class groups. Hopefully, these differences can be understood and dealt with if the teacher understands the pupils.

ISSUE:

4. Desegregation requires communication if it proceeds in an orderly sequence, but integration depends completely upon communication and upon interpersonal and intergroup understandings which result from effective communication.
   Reaction: Communication is essentially the exchange of meaning through the use of symbols. The groups enthusiastically accepted the need for means of communication and understanding as developed by the speakers. The groups believed that these offered great potential, especially in the language arts for improving student acceptance and understanding as well as for utilizing and building upon the cultural backgrounds that pupils bring to school. Parental involvement, too, is important in the communication process. Words, phrases, gestures and mannerisms which ignite interpersonal friction and intergroup misunderstanding should be meticulously avoided. In communicating, the teacher should strive to build upon what the pupil brings to school. An open door policy maintained by the school and explained to parents as to its purpose is important in bridging the communication gap between school and home. The group agreed that there needs to be acceptance and understanding of the value of language variations of children from different cultural backgrounds. Some groups expressed the opinion that their beliefs were reinforced by the speakers and the group sessions; others believed that they had learned new techniques during the conference.

## IV. Reaction to Ethnic Materials and Techniques

The reactions of the groups with regard to various materials and techniques for dealing with multi-cultural groups were:

1. Some groups felt that some techniques discussed were somewhat far removed from their levels of control.
2. There was feeling that the techniques suggested by the speakers as well as those that grew out of group sessions, might be valuable in any learning situation; their effectiveness was not limited to multi-ethnic classroom situations.
3. The groups expressed a willingness to utilize role playing, sensory boxes and other specific techniques and materials in their classrooms as suggested.
4. Some groups felt that the principles of discipline suggested by Dr. Thomas had been attempted but were found to be ineffective because of diminishing community interest and involvement in the schools.
5. There was a feeling that while home visits are effective, the frequency of visits is hinderd by the distance between the children's home and the teacher's home.
6. There were considerable comments that homogeneous grouping prevented brighter pupils from helping slower ones; preference was frequently expressed for heterogeneous grouping.
7. Multi-racial grouping of blacks with whites for classroom interaction was seen as one way to facilitate both cooperation and understanding between pupils.

8. Some teachers expressed a desire to have a brief abstract of the Coleman Report and additional information on similar research findings.
9. The basic means to achieve desegregation-integration were generally accepted as both necessary and just.
10. Some teachers felt that in this in-service training session, buildings and other facilities did not receive the attention they deserve. They are important, but secondary in importance to the teachers.
11. Groups were positive in their attitudes that children can teach each other and that children learn much from one another.

V. Reaction to Techniques

Techniques which discussion groups indicated might be used covered a wide range of alternatives:

1. The groups agreed that the school newsletter might help contribute to their efforts to establish desired cooperative relationships within the community and between the school and the community.

2. The groups gave many examples of what their schools were doing to involve parents in school matters via the PTA, home visits, and open house.

3. The use of high school seniors or higher grade level pupils as tutors in the absence of parents was discussed by the groups and was approved in principle.

4. Groups emphasized the necessity for absolute fairness on the part of the teacher in dealing with children in bi-racial or conflict situations.

5. The groups cited examples of class members effectively agreeing on standards of behavior in evaluating class conduct and performance.

6. Groups stressed the importance of using community resources, such as parent-teacher conference and parent aides or volunteers, and also the importance of knowing one's students well.

7. The groups discussed and approved the value of such media as newsletters, Dads' clubs and home visitation in bridging the gap between home and school.

8. Groups indicated that the following techniques suggested by Mrs. Brooks would be especially useful in, but certainly not limited to, language arts: a) role playing and creative drama, b) the use of the "living sentence", c) the use of tape recorders for listening to students' performance, d) the employment of the "dumb-teacher approach" (DTA), e) stories for listening and problem-solving skills, and f) the use of sensory boxes and other sensory stimuli to encourage the student sharing, involvement and interest.

VI. Attitudinal Reactions

Group expression of attitudes toward the desegregation situation were as follows:

1. In general, a positive attitude toward the desegregation-integration process was expressed, as was a willingness to pursue the goal of equality in education in whatever work in their classrooms and at the community level.

2. Although some reluctance and resistance to desegregation-integration, especially among whites, was voiced in the sessions, apparently only a few teachers accept desegregation-integration with considerable resignation.

3. The group generally reflected a positive attitude toward the necessity for achieving equality of educational opportunity for all children.

4. A general eagerness to learn more about how desegregation-integration works in a wide range of school and community situations was expressed.

5. Some white teachers showed concern over their apparent inability to communicate with blacks and some black teachers indicated that they had trouble communicating with whites.

6. Attitudes toward desegregation are perhaps less critical at the elementary school level than at the middle and high school levels.

7. There was some feeling that desegregation had depressed community support of and interest in schools.

8. There was some experience that desegregation was detrimental to black children but that with time this situation would normalize itself. Some white teachers thought that too much teacher time was being spent with black pupils.

9. There was some expression that most discipline problems were not bi-racial in origin but were due more to social class.

10. Much blame for the problems teachers are having in school was placed upon parental and home environmental influences that are not supportive of the schools.

11. Some conscious attempts were made in the groups to avoid talking directly about desegregation and integration.

12. Black and white teachers felt that they were working well together now and that current in-service training programs were helping them to work together more harmoniously.

13. A point repeatedly stressed was that the effective object of concern was the child, regardless of race.

14. Only two teachers expressed the opinion that desegregation was not working in their schools.

VII. Teacher assessment of Groups

General attitudes toward teacher assessment of group sessions were:

| | | | |
|---|---|---|---|
| Favorable | 44 | Unfavorable | 4 |
| Neutral | 10 | Apathetic | 40 |

In addition, some groups were marked both "favorable" and "unfavorable" apparently meaning "mixed reaction."

VIII. Summary

1. In general, sessions were seen as helpful and useful.

2. There was expression that there were many meaningful exchanges in the small group sessions.

3. Some speakers "turned off" white and/or black participants at the beginning of their prepared talks.

4. Teachers wanted more specific reactions or answers to specific classroom situations or problems.

5. Because of the brevity of small group sessions, it was difficult to summarize teacher reactions to them as a whole.

6. There was repeated stress upon the wisdom of involving all students in classroom activities and definite praise for the merits of the varied techniques of involvement that were explained.

7. Groups were favorable to the following points: a) that desegration generally is working, b) that teachers are doing a good job, and c) that the education gap between blacks and whites has lessened over the last ten year period.

8. Community support is needed if desegregation-integration is to become a reality.

9. Feelings were mixed as to how well the desegregation-integration process is actually succeeding in communities and schools.

10. The intensity of small-group discussions paralleled the gravity of the problems presented as interpreted by the teachers.

11. The prepared talk on discipline related more to a school-level approach and not so much to an individual teacher or classroom-level approach. Although this may have been seen as a shortcoming, it was helpful in suggesting ways the whole school might work together to alleviate discipline problems.

12. How a teacher views himself in a learning-teaching situation vitally affects the nature of classroom problems and interactions.

13. The need for improved community relations was frequently expressed.

14. A good understanding of discipline problems and factors incident to desegregation was attributed to the speakers.

15. On the whole, the teachers felt that the sessions equipped them better to understand and cope with the problems of their classrooms, schools, and communities.

PARTICIPANT EVALUATION OF THE LARGE GROUP SESSIONS

Workshop participants, teachers and principals, were requested to complete a brief participant evaluation form for the ESAP Staff Development Component on workshop

activities and the prior two months of consultant visitations to schools. A copy of the evaluation form is presented in Appendix D. A summary table showing data and preliminary data analysis is presented as Appendix E. A positive response is reported whenever respondents checked "much" or "some;" a negative response is reported whenever respondents checked "little," "none" or "no opinion."

Basically, participants evinced an overwhelmingly laudatory attitude toward staff development activity, including each section of the workshop, the total workshop, and general workshop procedures.

The first question asked if the teachers though that the speakers had been helpful in the areas of motivation, sociology, discipline, and communication. Teachers consistently rated the general session topic "motivation" as "much or somewhat helpful," 99%; "sociology" was rated as "much or somewhat helpful" by 74%; "discipline" was rated as "much or somewhat helpful" 73% of the time. (Percentages have been rounded.)

There were variations among group responses to a single presentation based on the day the group participated as shown by 79% of the Monday group, 91% of the Tuesday group and 83% of the Thursday group indicating that motivation was a "much helpful" general session topic. The variation may have been due to the group, to the sequence of general session presentations, to the perceived quality of the presentation, or to other factors such as day of the week (Tuesday and Thursday participants had an opportunity to discuss the workshop with other teachers) and age composition of the group.

The second evaluation item was in reference to the effectiveness of the small group discussions in clarifying problems on motivation, sociology, discipline, and communication. Again, the group's reactions were favorable. The teachers agreed that the small group discussions had been significantly helpful in providing them with further insights into their problems. The corresponding small group session for motivation (99%) and sociology (74%) were rated, respectively, as 78% and 73% "much or somewhat helpful" in clarifying the ideas, problems, and techniques which were presented in the large group session. It seems that a highly rated large group presentation was not improved by the subsequent small group session.

The third item on the questionnaire asked the teacher to list three ideas presented in the large group sessions that they perceived to be the most helpful. In the area of motivation teachers listed role playing, use of the living sentence, and the use of poetry in teaching language art skills as effective new methods. Ideas expressed that would be helpful in the area of discipline were increasing parental support through an open door policy, involving the community, and recognizing the need of children to move around in the classroom. The teachers also expressed an awareness that discipline problems are sometimes the result of conscious or unconscious behavior by the teacher. Communication was another interest of many teachers. They also recognized the need of accepting language variations among culturally different children as important, and that teachers should not force a child to change his speech patterns but offer alternatives from standard usage. Teachers should accept and respect children as unique individuals and employ children as resources in the classroom.

In response to the question concerning the most helpful activity of the meeting teachers were equally divided between group discussions and speakers. Most of the teachers were pleased with the opportunity of sharing discipline problems with other teachers and reacted favorably to the presentation given by the visiting consultants.

Comments consisted mainly of positive responses regarding the effectiveness of the workshop, that is, ratings of "Excellent," "Great," "Motivating." Many teachers, however, expressed the need for more group discussions.

Based on total responses, participants rated each of the major workshop topics as either "much" or "somewhat" helpful as shown by the percentage compilation below:

| | "Much" or "Somewhat" Helpful | | | |
|---|---|---|---|---|
| Large Group | Workshop Day | | | Total |
| | 1 | 2 | 3 | |
| Motivation | 99 | 99 | 99 | 99 |
| Sociology | 85 | 67 | 67 | 74 |
| Discipline | 87 | 88 | 82 | 85 |
| Communication | 73 | — | — | 73 |
| Discussion Group | | | | |
| Motivation | 92 | — | 62 | 78 |
| Sociology | 86 | 61 | — | 77 |
| Discipline | 86 | 68 | 53 | 70 |
| Communication | 79 | — | — | 79 |

Complete summary analysis of all completed participant evaluation forms are found in Appendix E.

Concerning the continuing consultant in-school visitation program there was less general acceptance. Only 67% of the respondents rated the visits as very helpful or helpful while almost 15% expressed negative feelings about these visits.

Only 36% of the respondents believed that four or five more consultant visits to their schools during the current school year would be helpful. On the other hand, nearly 40% believed that two or less visits during the current year would be helpful; in fact, 19% responded that one or less would be enough. It would seem, then, that the visiting consultant program should be reviewed if it is to continue.

# APPENDIX

APPENDIX A: Excerpt from W. F. Smith's "Study of Bi-Racial Interaction"

## DISCUSSION OF DIFFERENCES BETWEEN DESEGREGATION AND INTEGRATION

We are confronted with the number one problem today in building a better nation: Improving the quality and opportunity of education for the disadvantaged. As Professor Cremin of Columbia's Teachers College said:

> Any system of universal education is ultimately tested at its margins. What is or is not done for the education of the physically, socially, and educationally handicapped–those who have hitherto stood on the periphery of our concerns–will determine the effectiveness of the entire system.

There are two aspects to the civil rights movement as it affects education: desegregation, which is basically an administrative problem, and integration, which is an educational one.

Desegregation is a process of eliminating the high concentration of Negro or other minority children in a few schools. Despite the emotion and tension aroused in doing so, once a determination has been made to end segregation, it is primarily administrative and mechanical to carry it out.

But integration is something different, by far. An integrated education is not the mere mixing together of children from different backgrounds. For mixing to have educational value, it must be reinforced by the attitudes and behaviors of teachers and administrators, by the content of the curriculum and of textbooks, by the experience of the children outside the classroom, by the color complexion of the teaching force and administrative staff, by better illustrative materials supplied by business and industry.

What then is integrated education? It is a series of experiences in which the child learns that he lives in a multi-racial society, in a multi-racial world, a world which is largely non-white, non-democratic, and non-Christian, a world in which no race can choose to live apart in isolation or be quarantined by the rest. It is one that teaches him to judge individuals for what they are rather than by what group they belong to. From this viewpoint, he learns that differences among peoples are not as great as similarities, and that difference is a source of richness and value rather than a thing to be feared and denied. And these things can be taught in every classroom even where all the children are of the same color, class, and creed. Integration can thus occur anywhere.

Segregation may not be an issue in some communities but it must be kept in mind that intergration is an issue wherever there are people. The obligation to see that the students in the schools are prepared to live in a highly mobile, multi-racial, multi-cultural, integrated society exists wherever people are employed or live, even in the all-white antiseptic suburbs and in states where there are few Negroes.

Let the last point be stressed. In response to a recent invitation to send teachers and administrators to institutes on integration, declinations were received from school districts which gave as their reason, "integration doesn't affect us, we have no Negroes."

The reason all of the current concern with the disadvantaged, including the massive influx of federal, state and local funds, has not done much good so far in solving problems of the disadvantaged, is that educators have generally gone on with the usual attitudes and methods. Are they muscle-and-mind-bound with tradition?

Thus, the distinctions between desegregation and integration seem clear in the minds of some. Desegregation is the first step toward equality of educational opportunity; integration, or the actual social interaction among various races and culture depends not upon administrative action but upon person-to-person communication and understanding.

1. Material has been excerpted from Ewald B. Nyquist, "State Organization and Responsibilities for Education," in E. L. Morphet and D. L. Jesser, Eds., EMERGING DESIGNS FOR EDUCATION' DESIGNING EDUCATION FOR THE FUTURE: AN EIGHT STATE STUDY (Denver, Colorado: Dingerson Press, Inc., 1968), pp.141, 142. Emphasis in original.

2. Material in this Appendix is adapted from W. F. Smith, A STUDY OF BI-RACIAL INTERACTION IN A RACIALLY BALANCED SCHOOL, (Unpublished doctoral dissertation), University of Tennessee, Knoxville, 1970.

APENDIX B: SELF EVALUATION FORM RELATIVE TO DISCIPLINE

Suggested Activities:

1. Take the Self-Evaluation Form below, and apply it to yourself.

## SELF-EVALUATION FORM

1. Do I discipline all students with the same tone of voice?

2. Do I embrace, hug, cuddle, or generally show affection to both white and black children?

3. How many white children have I encouraged and praised by touching, fondling, or any other physical contact?

4. How many black children have I encouraged and praised by touching, fondling, or any other physical contact?

5. How does the amount of my physical contact with black and white children compare proportionately? If this amount differs how do I justify this partiality?

6. Who are my "pets?"

7. Do I ever refer to ethnic or minority groups by using derogatory names or a sarcastic reflection in my voice?

8. Am I sensitive to individual needs and wants of each child, black or white?

9. Have I discouraged, over-critized, or made children too dependent upon me?

10. Even though children have different ability levels, do I motivate each of them so that he will have hope for success?

APPENDIX C: CONSULTANT INFORMATION/EVALUATION FORM

Priority I–General Sessions, March, 1972

Group No. _____ Time _____ No. present: _____ Teachers _____ Others_____

What was the teacher reaction to the speaker:

What reaction did your group have with regard to the issue dealt with by the speaker:

What among these techniques did the group indicate may be used:

What were some of the attitudes expressed by the group which reflected their attitudes regarding the desegregated situation:

How would you generally assess the teacher attitude about the group sessions:

Favorable Neutral Unfavorable Apathetic

For research results discussed in the workshop:

Did research findings seem "new" to the group?

Did teachers discuss the findings?

Did group seem to accept, reject, remain neutral relative to the findings?

Summary

## APPENDIX D: PARTICIPANT EVALUATION FORM

Priority I–General Sessions, March, 1972

A. Did you feel the speakers to be helpful:

| | | | | | |
|---|---|---|---|---|---|
| 1. On motivation | Much | Some | Little | None | No Opinion |
| 2. On sociology | Much | Some | Little | None | No Opinion |
| 3. On discipline | Much | Some | Little | None | No Opinion |
| 4. On communication | Much | Some | Little | None | No Opinion |

B. Did you feel that discussion groups helped to clarify problems:

| | | | | | |
|---|---|---|---|---|---|
| 1. Following motivation | Much | Some | Little | None | No Opinion |
| 2. Following sociology | Much | Some | Little | None | No Opinion |
| 3. Following discipline | Much | Some | Little | None | No Opinion |
| 4. Following communication | Much | Some | Little | None | No Opinion |

C. What three ideas did you find most helpful:

1.
2.
3.

D. What activity at the meeting did you find to be the most helpful:

E. Comments:

F. How would you rate the in-school discussion sessions held prior to today:

G. Between now and the end of the school year, how many additional discussion groups do you feel ought to be held in your school:

5 4 3 2 1 0

APPENDIX E. Summary Data Computations From Participant Evaluation Forms

## TABLE I - REACTION TO CONFERENCE SPEAKERS

| Question | | Monday March 20 | | Tuesday March 21 | | Thursday March 23 | | Totals | | Summary - Total % in "much" and "some" category. |
|---|---|---|---|---|---|---|---|---|---|---|
| A. Did you feel the speakers to be helpful. | | N | % | N | % | N | % | N | % | |
| 1. On Motivation: | Much | 74 | 78.7 | 88 | 90.7 | 77 | 82.8 | 239 | 84.1 | |
| | Some | 19 | 20.2 | 8 | 8.2 | 15 | 16.1 | 42 | 14.8 | |
| | Little | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 98.9 |
| | None | 0 | 0.0 | 1 | 1.0 | 0 | 0.0 | 1 | .3 | |
| | No Opinion | 1 | 1.0 | 0 | 0.0 | 1 | 1.1 | 2 | .7 | |
| | Total | 94 | --- | 97 | --- | 93 | --- | 284 | --- | |
| 2. On Sociology: | Much | 30 | 32.9 | 16 | 16.4 | 16 | 17.4 | 62 | 22.2 | |
| | Some | 47 | 51.6 | 49 | 50.5 | 48 | 52.2 | 144 | 51.5 | |
| | Little | 11 | 12.0 | 23 | 23.7 | 20 | 21.7 | 54 | 19.2 | 73.7 |
| | None | 2 | 2.1 | 7 | 7.2 | 3 | 3.3 | 12 | 4.2 | |
| | No Opinion | 1 | 1.1 | 2 | 2.0 | 5 | 5.4 | 8 | 2.9 | |
| | Total | 91 | --- | 92 | --- | 92 | --- | 280 | --- | |
| 3. On Discipline: | Much | 43 | 46.2 | 44 | 45.3 | 28 | 30.4 | 115 | 40.7 | |
| | Some | 38 | 40.3 | 41 | 42.2 | 47 | 51.1 | 126 | 44.6 | |
| | Little | 10 | 10.7 | 2 | 9.2 | 11 | 11.9 | 23 | 8.2 | 85.3 |
| | None | 2 | 2.1 | 9 | 2.0 | 1 | 1.1 | 12 | 4.3 | |
| | No Opinion | 0 | 0.0 | 1 | 1.0 | 5 | 5.4 | 6 | 2.2 | |
| | Total | 97 | --- | 97 | --- | 92 | --- | 282 | --- | |
| 4. On Communication: | Much | 32 | 40.0 | No Lecture | | No Lecture | | 32 | 40.0 | |
| | Some | 26 | 37.5 | | | | | 26 | 37.5 | |
| | Little | 12 | 15.0 | | | | | 12 | 15.0 | 72.5 |
| | None | 10 | 12.5 | | | | | 10 | 12.5 | |
| | No Opinion | 0 | 0 | | | | | 0 | 0 | |
| | Total | 80 | --- | | | | | 80 | --- | |
| | | | | | | | | | | |

## APPENDIX E - (CONTINUED)

## TABLE II - REACTION TO GROUP DISCUSSIONS

| Question | | Monday March 20 | | Tuesday March 21 | | Thursday March 23 | | Totals | | Summary - Total % in "much" and "some" category. |
|---|---|---|---|---|---|---|---|---|---|---|
| B. Did you feel that discussion groups helped to clarify problems. | | N | % | N | % | N | % | N | % | |
| 1. On Motivation: | Much | 49 | 50.2 | None Held | | 23 | 25.5 | 72 | 39.5 | 77.4 |
| | Some | 36 | 39.1 | | | 33 | 36.6 | 69 | 37.9 | |
| | Little | 6 | 6.5 | | | 19 | 21.1 | 25 | 13.8 | |
| | None | 0 | 0.0 | | | 7 | 7.7 | 7 | 3.9 | |
| | No Opinion | 1 | .9 | | | 8 | 8.8 | 9 | 4.9 | |
| | Total | 92 | --- | | | 90 | --- | 182 | --- | |
| 2. On Sociology: | Much | 36 | 39.5 | 11 | 11.2 | None Held | | 47 | 24.9 | 73.0 |
| | Some | 42 | 46.1 | 49 | 50.0 | | | 91 | 48.1 | |
| | Little | 10 | 10.9 | 26 | 26.5 | | | 36 | 19.1 | |
| | None | 1 | 1.1 | 5 | 5.1 | | | 6 | 3.2 | |
| | No Opinion | 2 | 2.2 | 7 | 7.1 | | | 9 | 4.8 | |
| | Total | 91 | --- | 98 | --- | | | 189 | --- | |
| 3. On Discipline: | Much | 38 | 41.3 | 24 | 24.7 | 8 | 8.8 | 70 | 25.0 | 69.4 |
| | Some | 41 | 44.5 | 42 | 43.2 | 41 | 45.5 | 124 | 44.4 | |
| | Little | 9 | 9.7 | 17 | 17.5 | 16 | 17.8 | 42 | 15.1 | |
| | None | 3 | 3.2 | 8 | 8.2 | 4 | 4.4 | 15 | 5.4 | |
| | No Opinion | 1 | 1.1 | 6 | 6.2 | 21 | 23.2 | 28 | 10.0 | |
| | Total | 92 | --- | 97 | --- | 90 | --- | 279 | --- | |
| 4. On Communication: | Much | 39 | 43.3 | None Held | | None Held | | 39 | 43.3 | 78.8 |
| | Some | 32 | 35.5 | | | | | 32 | 35.5 | |
| | Little | 11 | 12.2 | | | | | 11 | 12.2 | |
| | None | 4 | 4.4 | | | | | 4 | 4.4 | |
| | No Opinion | 4 | 4.4 | | | | | 4 | 4.4 | |
| | Total | 90 | --- | | | | | 90 | --- | |
| | | | | | | | | | | |

## APPENDIX E - (CONTINUED)

## TABLE III - REACTION TO IN-SCHOOL GROUPS

| Question | Monday March 20 | | Tuesday March 21 | | Thursday March 23 | | Totals | | Summary - Total % in "much" and "some" category. |
|---|---|---|---|---|---|---|---|---|---|
| How would you rate the in-school discussions held prior to today. | N | % | N | % | N | % | N | % | |
| Very helpful | 22 | 24.1 | 12 | 12.6 | 17 | 19.1 | 51 | 18.6 | |
| Helpful | 46 | 7.5 | 47 | 49.4 | 39 | 43.8 | 132 | 48.0 | |
| Neutral | 15 | 16.4 | 15 | 15.7 | 22 | 24.7 | 52 | 18.9 | 66.6 |
| Not helpful | 5 | 5.4 | 15 | 15.7 | 7 | 7.9 | 27 | 9.9 | |
| Of no value | 3 | 3.2 | 6 | 6.3 | 4 | 4.5 | 13 | 4.8 | |
| Total | 91 | --- | 95 | --- | 89 | --- | 275 | --- | |
| Between now and the end of school, how many additional discussion groups do you feel ought to be held in your school. | | | | | | | | | |
| 5 | 21 | 23.5 | 21 | 24.1 | 17 | 20.0 | 59 | 22.6 | |
| 4 | 13 | 14.6 | 9 | 10.3 | 14 | 16.5 | 36 | 13.7 | |
| 3 | 21 | 23.5 | 18 | 20.6 | 21 | 24.7 | 60 | 22.9 | 36.3 |
| 2 | 19 | 21.3 | 20 | 22.9 | 18 | 21.2 | 57 | 21.8 | |
| 1 | 10 | 11.2 | 8 | 9.1 | 3 | 3.5 | 21 | 8.1 | |
| 0 | 5 | 5.6 | 11 | 12.6 | 12 | 14.1 | 28 | 10.8 | |
| Total | 89 | --- | 87 | --- | 85 | --- | 261 | --- | |